

Reflection on the Lack of Physical Education Accomplishment of College Students and Teaching Enlightenment

Waitao Guo^{1,*}

¹*School of Hunan Sports, Hunan Sports Vocational College, Changsha 410019, China*

**Corresponding Author*

ABSTRACT. *Sports literacy is one of the current hot issues in the field of sports research. This article uses literature research methods, comparative analysis research methods, and logical deductive research methods to conduct a systematic study to clarify sports literacy and sports quality, cultural literacy, and health the relationship between literacy, etc. In view of the various elements of physical education, this article points out that the lack of physical education of college students is mainly manifested in the lack of sports knowledge, low sports skills, weak sports awareness and lack of sportsmanship. Based on this, try to analyze its enlightenment to the reform of college physical education from the aspects of constructing physical education curriculum evaluation and sports skill curriculum content system, safeguarding students' sports rights, etc., aiming to provide operable means for improving college students' physical literacy, and then achieve the purpose of lifelong sports.*

KEYWORDS: *physical education, physical literacy, teaching*

1. Introduction

In recent years, physical literacy has been a research hotspot in the field of international physical education. College physical education is the connection point between school physical education and social physical education. At this stage, we should carefully grasp the connotation of physical education and carry out targeted physical education training to encourage students to learn sports knowledge, sports skills, sports awareness, sports ethics and spirit. Comprehension and precipitation are essential for them to maintain their exercise habits and ability to get into work. Existing data show that due to the lack of specific and operable means guided by the lifelong sports ideology in physical education in Chinese colleges and universities, the physical quality of college students is on an overall downward trend. This reflects that their physical literacy level is not optimistic and must be highly valued [1].

2. The lack of various elements of physical education in college physical education

2.1 Lack of sports knowledge among college students

Although physical education teaching in colleges and universities has gradually formed teaching modes such as "three independents", "sports health care", and "club" in the course of practice, the proportion of physical education knowledge in the overall teaching is very low, and the content is too much focused on the project simple concepts such as origins and rules, action explanations, teaching tasks, etc., and ignore the assessment of sports knowledge, wrongly guide students' bad sports behaviors, resulting in a lack of a systematic sports knowledge education system. Effectiveness evaluation, scientific fitness knowledge and methods, and traditional sports culture knowledge are generally insufficient, which is not conducive to the long-term development of students [2]. As a philosophical concept, physical education literacy emphasizes that on the basis of cultivating students' lifelong physical education thinking, comprehensively consider the "instrumental rationality" and "value rationality" of sports events, focusing on the learning, understanding and application of sports knowledge, and then guiding their own sports practice. Therefore, there is an urgent need to deeply integrate physical education knowledge and health knowledge in physical education, so that students can fully understand the value and role of physical fitness based on the knowledge of health. After internalization and integration, they gradually form a good sports health concept and awareness, in turn, is conducive to the transformation of life-long fitness behaviors, which can not only enhance students' interest in sports, but also enhance students' cultural accomplishment as a whole, and meet the needs of social spiritual civilization construction.

2.2 Low motor skills of college students

With the continuous development and deepening of the "healthy sports concept", the simplification of sports skills and the increasing tendency of entertainment have strengthened the physical education curriculum even reduced to a "play house" game, which has become an entertainment tool for adjusting schoolwork, called "play student initiative" or "quality education" is actually an excuse for inaction, and has no real teaching effect. In the final analysis, the key lies in the failure to clarify the core value of sports literacy [3]. Emotion and cognition are the core factors of sports literacy. Real sports literacy can only be embodied in physical activity, and it is embodied through the specific symbolic form of "sports technology", which conveys the individual's unique essential pursuit. Motor skills are the best way to develop their own physical abilities that have been proven in practice, expressing the unremitting pursuit of human beings to continuously break through their own physical abilities. Students learning sports technology is itself a specific physical activity method that exceeds their own limits. The adjustment and control of the body integrate the pursuit of transcendence into life and realize the value of one's

life. Sports skills are not only the main body of sports and the essence of sports, but also the knowledge carrier of sports culture. Physical education is through the transfer of sports technology to realize the function of inheriting sports culture, which enriches students' individual lives and students' sports skills. It directly reflects the level of its sports literacy. If college sports only rely on sports talents to carry on the inheritance of sports skills, it will inevitably make "high-skilled students control the game, and low-skilled students will gradually become marginal people in physical education" and lose the unique role of sports culture.

2.3 Poor sports awareness among college students

Sports awareness refers to the self-improvement of the self-consciousness of exercise to promote health, and the synthesis of thoughts, ideas and psychological content formed by individuals, including the willingness to exercise, participation experience, lifelong exercise ideas, dedication, etc. It is mainly composed of emotions, attitudes and sports cultivation the composition can perceive the adaptability of the body and the fluency of consciousness through interaction with the environment and non-verbal communication with others, thereby generating positive self-esteem and confidence. Under the current physical education system, the possibility of college students generally participating in sports activities has been neglected. In addition to the imbalance of sports resources among colleges and universities, college students' sports awareness cannot be actively and effectively guided, resulting in a lack of opportunities to participate in sports competitions and hindering sports participation the formation of awareness, teamwork awareness, hard work, hard work, and hard work. Students with obesity, thinness, disability and other problems show a characteristic of "collective unconsciousness", unable to grasp the inherent laws of sports, and often fall into "participation outside of class" embarrassing situations such as poor physical activity and increasing psychological weakness have affected the realization of their right to life and health. The "knowledge-belief-action" three-dimensional degree of sports literacy has a causal relationship. Sports health beliefs play a key role in the transformation process. It is difficult for people with weak sports awareness to improve or maintain their health through sports [4]. On the premise that individuals reserve certain sports knowledge, good sports awareness is the basis for the formation of sports health beliefs, and sports behaviors are bound to be dominated by sports health beliefs and awareness. During the university, students are in a critical period of personality improvement, and their outlook on health, outlook on life, and values have a more important influence on them. At this stage, the development of sunshine sports and the implementation of comprehensive fitness strategies are effectively guaranteed, and students, teachers, schools, society and many other factors strive to cultivate students' good sports awareness, guide them to construct their own life course through their choice of sports behavior, and find the best way to combine the individual meaning of life with social meaning.

2.4 Lack of sportsmanship among college students

The core of sportsmanship education lies in sports competitions, which can give play to the guiding, educating and motivating functions of sportsmanship, and shape students into real people through real sports scenes and experiences full of life and educational significance. Although most colleges and universities have carried out extracurricular sports training and competitions, they mainly deal with students with specialties in sports and over-emphasize competition results, which affects the competition participation behavior of ordinary students and ignores the emotional experience of disadvantaged student groups (obesity, thinness, etc.), infringes on the students' right to participate in sports competitions. Due to the lack of social life experience environment under the simulation of sports competitions, students not only fail to identify game etiquette and improve sports appreciation, but also lose their unique practice places for different physical and psychological feelings such as happiness, pain, anxiety, tension, and frustration. Sportsmanship education requires students to learn to care, respect, cooperate, share and get along with others in sports competitions, learn to tolerate, help and encourage teammates to achieve team success; Emphasize that students accept sports on the basis of mastering sports skills and athletic abilities cultural baptism makes it a participant with sports literacy, consciously sublimating the spirit of fairness, justice, and fairness, internalizing and extending it to daily life, forming a positive outlook on life and values.

3. Enlightenment of cultivation of physical literacy on the reform of college physical education

3.1 Construct a physical education curriculum content and evaluation system based on physical literacy

Due to the lack of a common philosophical foundation, different physical education models are often divorced from student life. They are reflected in highly abstract sports knowledge and skills, lacking core and common curriculum concepts, and have not formed a curriculum content system for cultivating students' core physical ability. The core of sports literacy lies in the three-dimensionality of "knowledge-faith-action" and its causality. This philosophical concept caters to the call of school sports to pursue the right to speak in physical education, and emphasizes that students understand the principles and concepts of knowledge and skills. Study hard, possess sports skills and knowledge, be able to understand the value of sports through their own intelligence and thinking, and ultimately gain self-esteem, self-confidence, and have the ability and tendency to engage in sports activities for life [5]. Physical education in colleges and universities should establish a cohesive and progressive school-based physical education curriculum content system based on the three relationship dimensions of physical education literacy, combining different disciplines and theories, and realize the thorough transformation of the curriculum from subject-based to student-based. At the same time, on the basis of constructing the content system of physical literacy, not only pay attention

to the physical health of students, but also establish a physical literacy testing and evaluation system, actively carry out physical literacy evaluation and research, and monitor the physical literacy level of students in real time through data collection, the cultivation path of mass sports literacy provides a realistic basis.

3.2 Develop a spiraling and progressive level of motor skills course content

The content of sports skill courses in Chinese colleges and universities is often divided into sports events, lacking the connection and dynamic settings between events, and the lack of progress in basic skills, which makes it easy to fall into a cycle of low-level repetition and disconnection. Motor skills have three stages: formation, maturity and application. In the formation stage, students should be exposed to various sports and sports concepts, focusing on teaching basic motor skills such as chasing, dodge, jumping, climbing and rolling; in the mature stage, basic motor skills begin to be refined, and students are guided to throw, catch and kick. The learning of quasi-special sports skills such as throwing, hitting and dribbling, to make the transition and connection of sports skills to the learning of sports events; in the application stage, the development of cognition makes students' movements more refined and students have the ability participating in complex physical activities in changing sports situations requires students to be provided with a space to choose individual special sports skills such as dance, martial arts, and ball games according to their interests. The life-long application of students' sports skills is not determined by the mature stage, but by sports practice, participation opportunities, motivation, etc. This requires flexible changes in form, content and rules to create various sports for all students on the basis of enhancing students' enthusiasm for sports, they will improve their overall sports literacy level.

3.3 Integrate the protection of sports rights into the cultivation of students' sports awareness

Sports literacy emphasizes "seize sports opportunities, maintain the awareness of active participation, and show athletic ability and athletic confidence with a positive attitude." At present, when colleges and universities are implementing national sports-related policies and regulations, they are more concerned about the physical health of students, and the lack of equalization of sports resources and sports opportunities has caused students' lack of awareness of sports rights. When their own sports rights are violated at that time. Physical education in colleges and universities should focus on achieving the equality of sports opportunities on the basis of paying attention to the equality of sports rights. We can start with obesity and other disadvantaged student groups, build a sports rights evaluation system based on physical literacy, and promote the equalization of public sports services; formulate special population health promotion plans and fitness guidance service online platforms to improve their sports participation opportunities. At the same time, students should be guided to transform their awareness of rights protection from "the right to receive physical education" to "the right to learn physical

education", and strive to improve the overall development of students' skills, health, quality, and abilities, so as to cultivate students' lifelong sports ability and improve their happiness index. Integrating the protection of sports rights into the cultivation of students' sports awareness can provide students with a good rights experience environment, enabling them to better communicate and apply their own skills in a real and complex sports environment, reflecting the importance and importance of sports activities commitment, and this is the key to improving one's own sports literacy.

4. Conclusion

This article discusses the physical education teaching in colleges and universities based on the various components of physical education. It points out that the lack of physical education of college students is mainly manifested in the lack of sports knowledge, low sports skills, weak sports awareness, and lack of sportsmanship. Based on this, try to analyze its enlightenment to the reform of college physical education from the aspects of constructing physical education curriculum evaluation and sports skill curriculum content system, safeguarding students' sports rights, etc., aiming to provide operable means for improving college students' physical literacy, and then achieve the purpose of lifelong sports.

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